

The Use of Demonstration Methods in Improving *Maharah Kalam* at al Khalifah Sarolangun Islamic Junior High School

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Abstrak: Penelitian ini bertujuan untuk mengetahui proses dan strategi penggunaan metode demonstrasi dalam meningkatkan *mahārah al-kalām* (keterampilan berbicara bahasa Arab) serta mengidentifikasi kendala yang dihadapi siswa SMP IT Al-Khalifah Sarolangun. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa rendahnya penguasaan kosakata, kurangnya pengulangan materi (*murāja'ah*), rendahnya motivasi siswa, serta keterbatasan waktu pembelajaran dan sarana prasarana menjadi faktor utama yang memengaruhi keterampilan berbicara bahasa Arab siswa. Penerapan metode demonstrasi oleh guru, seperti memperagakan benda atau percakapan sederhana, mampu meningkatkan keterlibatan siswa dalam pembelajaran serta mempermudah pemahaman kosakata. Namun demikian, efektivitas metode ini sangat bergantung pada motivasi belajar siswa serta dukungan lingkungan keluarga dan sekolah. Penelitian ini diharapkan dapat menjadi acuan bagi guru bahasa Arab untuk lebih kreatif dalam menerapkan metode pembelajaran, khususnya metode demonstrasi, guna meningkatkan keterampilan berbicara bahasa Arab siswa.

Kata Kunci : *Bahasa Arab, Mahārah al-Kalām, Metode Demonstrasi.*

Abstract: This study aims to identify the process and strategies of using the demonstration method to improve *mahārah al-kalām* (Arabic speaking skills) and to determine the obstacles faced by students at SMP IT Al-Khalifah Sarolangun. This research employs a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation. The results indicate that the main factors affecting students' Arabic speaking skills include limited vocabulary mastery, lack of repetition (*murāja'ah*), low motivation, and insufficient time and facilities. The application of the demonstration method by teachers, such as performing objects or simple conversations, successfully increased student engagement in learning and improved vocabulary comprehension. However, the effectiveness of this method largely depends on students' learning motivation as well as support from their families and school environment. This study is expected to serve as a reference for Arabic teachers

to be more creative in applying teaching methods, particularly the demonstration method, to enhance students' Arabic speaking skills.

Keywords : *Arabic Language; Maharah al-Kalām; Demonstration Method.*

Introduction

Learning Arabic is an educational process aimed at encouraging, guiding, and developing students' ability to use the Arabic language both actively and passively, as well as fostering a positive attitude toward it¹. Active language skills include speaking (*al-kalām*) and writing (*al-kitābah*), while passive skills include listening (*al-istimā'*) and reading (*al-qirā'ah*). The main goal of Arabic language learning in Indonesia is to enable students to use Arabic effectively in real communication contexts².

In formal education, Arabic language learning is not only focused on mastering linguistic structures but also on developing communicative competence. Hermawan states that language ability is the skill of using language to communicate in real situations, integrating linguistic, social, and cultural aspects. With good language proficiency, students can express their thoughts, ideas, and feelings effectively, both orally and in writing³.

Arabic language skills consist of four main aspects: listening, speaking, reading, and writing. These four skills are interrelated and form an integrated unit. According to Ahmad Fuad Effendi, the elements of language include phonology (*ashwāt*), orthography (*kitābah al-hurūf*), morphology (*ṣarf*), syntax (*naḥwu*), and vocabulary (*mufradāt*). All these components must be developed comprehensively so that students can use Arabic properly and communicatively⁴.

¹ Sitti Maryam, "Pengembangan Kemampuan Berbicara (Maharah Kalam) Bahasa Arab Melalui Pendekatan Behaviorisme," no. 2 (January 2024).

² M Dzikrul Et Al., "Pengembangan Model Pembelajaran Maharah Kalam Pengembangan Model Pembelajaran Maharah Al-Kalam Berbasis Teori Konstruktivisme Dalam Meningkatkan Kualitas Pembelajaran Bahasa Arab Di Madrasah Aliyah," Jurnal Studi Keislaman, 2021.

³ Muhammad Nashrullah, Nur Halim, and Rijalul Ghifari Al Fanani, "Penggunaan Media Pembelajaran Bahasa Arab Berbasis Video Untuk Meningkatkan Maharah Kalam Dalam Kitab Al-'Arabiyyah Lin Nasyiin," *Tsaqofiya : Jurnal Pendidikan Bahasa dan Sastra Arab* 3, no. 2 (July 31, 2021): III, 189–98, doi:10.21154/tsaqofiya.v3i2.76.

⁴ Kuswoyo, "Inovasi Metode Dalam Pembelajaran Bahasa Arab," *El Wabdab* 4, no. 2 (December 2023), doi:10.25299/al-thariqah.2020.vol5(2).5838.

Among the four skills, *mahārah al-kalām* (speaking skill) holds a very important position as it becomes a key indicator of success in mastering a foreign language⁵. Mustofa explains that speaking is the ability to convey messages verbally to others, supported by listening skills, vocabulary mastery, and self-confidence in expressing ideas. Thus, *mahārah al-kalām* is not merely the ability to pronounce words but also to understand context, intonation, and meaning in communication⁶.

In the context of 21st-century education, speaking or communication skills have become one of the essential competencies that every student must possess. Anwar Sanusi emphasizes that *mahārah al-kalām* learning aligns with 21st-century skills, which focus on effective, collaborative, and creative communication abilities. With good speaking skills, students are not only able to understand Arabic theoretically but also to use it meaningfully in social interactions inside and outside the classroom⁷.

However, the reality of Arabic language learning still shows various challenges. Based on preliminary observations at SMP IT Al-Khalifah Sarolangun, most students experience difficulties in speaking Arabic fluently and confidently. This problem arises due to the lack of habit in using Arabic in daily communication, limited vocabulary mastery, and low learning motivation. Students tend to be passive and unaccustomed to pronouncing Arabic words correctly and naturally.

To overcome these issues, innovative teaching strategies are needed to actively engage students and create an enjoyable learning atmosphere. One of the appropriate approaches is the demonstration method, which emphasizes direct performance of a concept or skill. Through this method, the teacher not only explains the lesson verbally but also demonstrates actions or examples that students can imitate.

The demonstration method allows students to learn through observation and direct experience. In *mahārah al-kalām* learning, it helps students understand word

⁵ Jazilurrahman, Ahmad Ubaidillah, and Zaenol Fajri, "Meningkatkan Keterampilan Bahasa Arab: Penerapan Pembelajaran Maharah Kalam Melalui Kegiatan Taqdimul Bayan," *Jurnal Ilmiah Pendidikan Dasar* 9, no. 1 (March 2024).

⁶ Yenni Yunita and Rojja Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam Di Kelas Bahasa Center for Languages and Academic Development," *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 2 (December 17, 2020): V, 56–63, doi:10.25299/al-thariqah.2020.vol5(2).5838.

⁷ Maryam, "Pengembangan Kemampuan Berbicara (Maharah Kalam) Bahasa Arab Melalui Pendekatan Behaviorisme."

meanings, improve pronunciation, and build confidence through speaking practice and role-play. Thus, the learning process becomes more practical, interactive, and meaningful.

This study focuses on describing the process and strategies of using the demonstration method to improve *mahārah al-kalām* at SMP IT Al-Khalifah Sarolangun, as well as identifying the challenges faced during its implementation. The findings are expected to provide both theoretical and practical contributions to developing innovative and effective Arabic language teaching methods and serve as a reference for teachers in improving students' speaking skills in middle schools.

Method

This study employs a qualitative approach with a descriptive method. The qualitative approach was chosen because it allows the researcher to deeply understand the phenomenon of Arabic language learning through direct interaction with participants and the research environment⁸. Qualitative research focuses on meaning, process, and the social context underlying human actions, rather than on results that can be measured statistically. It is conducted in a natural setting, where the researcher serves as the key instrument for collecting and interpreting data directly in the field. The descriptive method was used because it aims to systematically and factually describe the implementation of the demonstration method in improving students' *mahārah al-kalām* (speaking skills) without manipulating any variables⁹.

This research was conducted at SMP IT Al-Khalifah Sarolangun, located on Jl. Lintas Utama Sumatera, Limbur Tembesi, Batin VIII District, Sarolangun Regency, Jambi Province. The location was selected purposively because this school has implemented the demonstration method in Arabic language learning; however, students' speaking skills (*mahārah al-kalām*) are still relatively low. The research was carried out in the even semester of the 2024/2025 academic year¹⁰.

⁸ Ach Rofiqi, "Strategi Guru Bahasa Arab Dalam Meningkatkan Maharah Kalam Di Markaz Lpba Mamba'ul Ulum Bata-Bata," N.D.

⁹ Nurul Hapid Smpn, "Penerapan Metode Langsung (Thoriqoh Mubasyarah) Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab," N.D., <https://jurnalcendekia.id/index.php/jhphp/>.

¹⁰ Murdiano And Muhammad Amin, "Penerapan Pola Nabr Dan Tagim Dalam Meningkatkan Kemampuan Maharah Al-Kalam Mahasiswa Prodi Pendidikan Bahasa Arab Umm" 11, No. 4 (December 2022).

The subjects of this study were the Arabic language teacher and eighth-grade students at SMP IT Al-Khalifah Sarolangun. The informants were selected using purposive sampling, a technique that determines participants based on their relevance and knowledge of the research focus. The teacher was chosen because of their direct role in implementing the demonstration method, while the students were chosen as participants who experienced the learning process¹¹.

The main instrument in this study was the researcher (as a human instrument), who was responsible for collecting, analyzing, and interpreting the data. Additional instruments included an observation guide, interview guide, and documentation checklist. These instruments were developed based on indicators of Arabic speaking skills, which include¹²: (1) fluency in speaking, (2) accuracy of pronunciation, (3) grammatical correctness, and (4) confidence in speaking.

Data were collected using three main techniques¹³ : observation, interview, and documentation.

1. Observation was used to obtain a direct overview of teacher and student activities during the Arabic learning process using the demonstration method. The observation was participatory, meaning that the researcher observed the learning activities without disrupting the teaching process.
2. Interviews were conducted with the Arabic language teacher and several students to gather in-depth information regarding the implementation of the demonstration method, students' responses to the method, and challenges encountered during the learning process.
3. Documentation was used to obtain supporting data such as syllabi, lesson plans (RPP), student evaluation results, photos of learning activities, and field notes related to improving speaking skills.

¹¹ Hapid Smpn, "Penerapan Metode Langsung (Thoriqoh Mubasyarah) Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab."

¹² Yazid Hady, "Pembelajaran Mahārat Al-Kalām Menurut Rusdy Ahmad Thu'aimah Dan Mahmud Kamil Al-Nāqah," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 5, No. 1 (July 1, 2019): V, 63–84, Doi:10.14421/Almahara.2019.051-04.

¹³ Mutmainnah And Syaifuddin, "Strategi Pembelajaran Maharah Al-Kalam Di Lembaga Pendidikan Bahasa Arab (Lpba) Ocean Pare Kediri," *Jurnal Pendidikan Bahasa Arab* 5, No. 1 (2014).

To ensure data validity, this study applied triangulation of sources and techniques, by comparing data obtained from observations, interviews, and documentation. Triangulation aims to increase the credibility of the findings by checking data consistency from multiple perspectives and methods of data collection ¹⁴.

Data analysis was conducted using the descriptive qualitative model developed by Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing.

1. Data reduction involved selecting, organizing, and focusing on the most relevant data related to the application of the demonstration method in *mahārah al-kalām* learning.
2. Data display was presented in a narrative form to illustrate the learning process, student participation, and teacher strategies in implementing the demonstration method.
3. Conclusion drawing was carried out by interpreting the field findings to gain a comprehensive understanding of the effectiveness of the demonstration method in improving students' Arabic speaking skills.

Result and Discussion

This section describes the research findings obtained through observations, interviews, and documentation during the Arabic language learning process using the demonstration method at SMP IT Al-Khalifah Sarolangun. The findings present the process of implementation, the impact of the method on improving students' *mahārah al-kalām* (speaking skills), and the challenges encountered by both teachers and students throughout the learning process.

Based on field observations, interviews with teachers and students, and supporting documentation, the researcher gained a comprehensive understanding of how the demonstration method was applied in the classroom. The Arabic language teacher implemented the demonstration method systematically, beginning with preparatory activities, followed by core learning stages, and ending with reflective closing sessions.

¹⁴ Hapid Smpn, "Penerapan Metode Langsung (Thoriqoh Mubasyarah) Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab."

Each stage was designed to promote student participation, enhance pronunciation, and create a communicative learning atmosphere that encouraged the active use of Arabic.

a. Preliminary Stage

The learning process began with greetings and simple conversations in Arabic to foster interaction and reduce students' anxiety in speaking. The teacher initiated the lesson by saying, “السَّلَامُ عَلَيْكُمْ، كَيْفَ حَالُكُمْ الْيَوْمَ؟” (“Peace be upon you, how are you today?”) to which students enthusiastically replied, “مِنْ خَيْرٍ وَلِلَّهِ الْحَمْدُ.” (“We are fine, praise be to Allah.”) This daily routine served as linguistic warming-up, helping students internalize common expressions used in daily communication. Through consistent exposure to Arabic expressions, students gradually became familiar with pronunciation, intonation, and sentence patterns, reducing their fear of making mistakes. This stage also strengthened the teacher–student relationship and built a positive emotional climate, which is an important foundation for oral skill development.

b. Implementation Stage

The core activity involved direct demonstrations by the teacher. In each session, the teacher selected a relevant topic from the textbook and contextualized it through role-play and practical examples. For instance, during the lesson on “النَّظَافَةُ فِي الْمَدْرَسَةِ” (“Cleanliness at School”), the teacher used real objects like a broom or trash bin to demonstrate vocabulary and expressions related to cleanliness. Holding a broom, the teacher asked, “أَيْنَ نَضَعُ الْوَرَقَ يَا أَحْمَدُ؟” (“Where do we put the paper, Ahmad?”), and students answered, “نَضَعُ الْوَرَقَ فِي سَلَةِ الْمَهْمَلَاتِ يَا أَسْتَاذُ.” (“We put the paper in the trash bin, sir”) The teacher responded with praise, “أَحْسَنْتَ، هَذَا هُوَ التَّصَرُّفُ الصَّحِيحُ.” (“Excellent, that is the correct action”)

Students were then asked to reenact the dialogue in pairs, allowing them to experience both receptive and productive use of the language. Through this practice, students not only learned pronunciation and vocabulary but also improved their fluency and confidence in constructing simple sentences. The

teacher provided immediate corrective feedback (*taṣḥīḥ an-nuṭq*) whenever pronunciation errors occurred, guiding students toward accurate articulation. This feedback process was delivered in an encouraging and non-threatening way, allowing students to learn from their mistakes comfortably.

The observation notes showed that the demonstration method encouraged students to be more proactive. Those who were previously reluctant began to show willingness to participate in front of the class. Gradually, classroom interactions shifted from being teacher-centered to student-centered, as learners engaged in pair dialogues and short performances, embodying the principle of “learning by doing”.

c. Closing Stage

The teacher concluded the lesson with a reflection in the form of questions, such as “مَاذَا تَعَلَّمْتَ الْيَوْمَ؟” (What did you learn today?) or “كَيْفَ نَتَحَدَّثُ عَنِ النِّظَافَةِ؟” (How do we talk about cleanliness?). The teacher also assigned a role-play task for the next meeting to continuously develop students’ speaking skills.

Interviews with the Arabic language teacher showed that the demonstration method helped students understand the lessons quickly because they could see real examples directly. The teacher explained, “Children grasp the material faster if I first show them the correct way to speak. If I only explain the meaning, they quickly get bored”.

Based on the learning documentation, the teacher had prepared lesson plans (RPP) in accordance with the principles of the demonstration method, including activities such as aperception, demonstration, student practice, and performance-based evaluation.

Table 1. Average Development of Students’ Mahārah al-Kalām Scores

Meeting	Initial Average Score	Final Average Scor	Improvement
1	62,5	74,3	+11,8
2	63,8	78,0	+14,2
3	65,1	80,5	+15,4
4	66,2	82,1	+15,9

The evaluation results showed a significant improvement in students’ speaking abilities in each meeting. The demonstration method provided a hands-on learning

experience (learning by doing), allowing students to better imitate intonation, expressions, and the context of utterances.

Overall, the use of the demonstration method proved effective in enhancing students' Arabic speaking skills. Additionally, this method created an interactive and enjoyable learning environment, encouraging students to use Arabic more confidently and spontaneously during class activities.

Observations and interviews revealed several factors that hindered the learning process of mahārah al-kalām, both internal and external.

1. Internal Constraints

The main difficulties for students were psychological and linguistic. Many students lacked confidence in speaking Arabic due to fear of making mistakes in pronunciation or sentence structure. In addition, limited vocabulary (*mufradāt*) made it difficult for students to express their ideas orally.

2. External Constraints

The school environment, which does not fully support the use of Arabic, also posed challenges. Arabic is only used during lessons, while outside the classroom, students mostly use Indonesian. The lack of interactive learning media, such as conversation videos or native speaker recordings, also limited students' opportunities to practice correct pronunciation.

3. Methodological Constraint

The implementation of the demonstration method was sometimes limited by time. Each Arabic lesson was allocated only two hours per week, making it difficult to conduct extended speaking practice. On certain occasions, the demonstrations were teacher-centered, with limited opportunities for every student to perform.

4. School Environment Support

Supportive programs such as "Arabic Language Day" have not been implemented consistently. Such activities are important to provide informal practice opportunities for students, helping them become accustomed to using Arabic in natural contexts.

The findings of this study align with Chairani Astina et al (2024), who stated that language proficiency refers to the ability to use language in real-life communication. In the context of Arabic language learning, speaking ability (*mahārah al-kalām*) is an important aspect that reflects successful active language mastery¹⁵.

The improvement in students' speaking skills at SMP IT Al-Khalifah Sarolangun supports Ainun Hasyim (2024) theory that speaking skills develop when students practice through activities involving direct and contextual interaction. Through the demonstration method, the teacher not only explains language concepts but also demonstrates them concretely, allowing students to imitate and practice correct forms of utterances¹⁶.

This study also supports Yazid Hady (2019) view that successful language learning depends on the teacher's ability to select methods appropriate to the students' characteristics. In this case, the demonstration method is effective because it suits the visual and kinesthetic learning styles of junior high school students, who tend to understand material better through real examples¹⁷.

Furthermore, the implementation of the demonstration method was proven to enhance students' self-confidence. Communication skills are one of the key 21st-century skills that can be developed through hands-on, practice-based learning. By imitating conversations and real-life situations, students learn to speak without fear and become more confident in using Arabic¹⁸.

However, this study also identified several challenges, consistent with Hermawan (2014), namely psychological factors such as shyness and lack of speaking practice, which can hinder students' speaking development. Therefore, teachers need to create a

¹⁵ Chairani Astina et al., "Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab Internalisasi Budaya Arab Melalui Pengenalan Ta'bir Arab Dalam Pembelajaran Maharah Al-Kalam," *Lisanan Arabiya* 08, no. 02 (2024), doi:10.32699/liar.v8vi2.8220.

¹⁶ Ainun Hasyim and Isof Syafei, "Peningkatan Keterampilan Menyimak Dan Berbicara Dalam Pembelajaran Bahasa Arab Melalui Penggunaan Video Animasi Bahasa Arab," *Mauriduna: Journal of Islamic Studies* 5, no. 2 (December 18, 2024): V, 863–72, doi:10.37274/mauriduna.v5i2.1299.

¹⁷ Yazid Hady, "Pembelajaran Mahārat Al-Kalām Menurut Rusdy Ahmad Thu'aimah Dan Mahmud Kamil al-Nāqah," *al Mabāra: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (July 1, 2019): V, 63–84, doi:10.14421/almahara.2019.051-04.

¹⁸ Murdiano and Amin, "Penerapan Pola NABR dan Tagim Dalam Meningkatkan Kemampuan Maharah Al-Kalam Mahasiswa Prodi Pendidikan Bahasa Arab UMM."

supportive, interactive, and low-pressure learning environment where students feel safe to practice speaking.

In conclusion, this study confirms that the demonstration method makes a significant contribution to improving students' *mahārah al-kalām*, especially when applied consistently and supported by a communicative learning environment.

Conclusion

The findings of this study at SMP IT Al-Khalifah Sarolangun show that the demonstration method is effective in improving students' *mahārah al-kalām* (speaking skills). This method allowed students to actively participate in the learning process through direct observation, imitation, and performance, which helped them internalize vocabulary, pronunciation, and sentence structures more naturally. The combination of teacher demonstrations and student role-play created a lively, communicative, and enjoyable classroom environment. Students became more confident in expressing ideas in Arabic and showed steady improvement in fluency and accuracy. The method also helped reduce students' fear of making mistakes by providing supportive feedback and encouraging continuous practice.

However, the improvement of speaking skills was still influenced by several internal and external factors. Internal factors included limited vocabulary, lack of consistent review (*murāja'ah*), and low motivation to speak Arabic outside the classroom. External factors involved insufficient lesson hours, inadequate learning media, and a school environment that did not fully support Arabic communication. Despite these challenges, the creative and consistent application of the demonstration method by the teacher proved to enhance students' speaking competence. Therefore, to maximize the effectiveness of this method, teachers should continue integrating demonstration with contextual learning activities, while schools should provide supportive programs and Arabic-speaking environments to strengthen students' *mahārah al-kalām* development.

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